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ABSTRACT

Positions taken by the Academic Senate for California Community Colleges (ASCCC) on selected topics are traced over the years 1969 through 1982. Chronological listings of ASCCC positions are provided for the following topics as compiled in 1980: academic standards, accreditation, credit and noncredit course policy, general education, grade policy, and transfer program. A supplement compiled in fall 1981 covers five additional topics; i.e., affirmative action, counseling and related subjects, master planning, the community college mission, and the issue of part-time faculty. A fall 1982 compilation addresses budget and finance, provides an update on ASCCC positions on accreditation, and lists resolutions relating to television and independent study courses. (HB)

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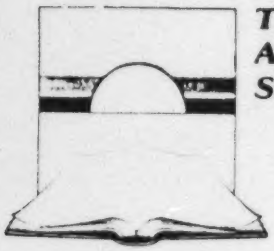

THE ACADEMIC SENATE

For California Community Colleges

INDEX TO POSITIONS

A Selective List

1969 - 1982

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ACADEMIC STANDARDS

ASCCC directs its President to create a standing committee on Academic Standards. Fall 1976

ASCCC endorses the Academic Standards Committee (South) Report as amended. (Document in Archives). Fall 1976

ASCCC recommends that local senates re-evaluate graduation requirements for associate degree to insure those requirements exceed state minimums listed in Title V, include minimum basic skills levels, and delimit the number of remedial units. Fall 1977

ASCCC recommends that local senates request college groups to include in their definition of academic standards attributes as stipulated. Fall 1977

ASCCC Academic Standards Committee be directed to cooperate with local academic standards committees in organizing conferences in the Academic Senate areas on academic standards, and ASCCC resolves efforts be made to obtain funds for these meetings through AB 1173 or other means. Spring 1978

ASCCC encourages each local senate to review the graduation requirements on its campus and work to maintain and/or increase them at a level which indicates that the graduate has achieved a high degree of scholastic excellence. Spring 1978

ASCCC resolves that its Academic Standard Committee develop close liaison with similar committees in CSUC and UC Academic Senates. Spring 1978

ASCCC fully endorses the concept of collegiality in asserting the right of the faculty to take lead in matters relating to certificates and degrees; curriculum content and articulation; methods of instruction; and academic and professional standards. Fall 1978

Since there appear to be a number of faculty and administrators granted doctorates in remarkably short periods of time, with minimal research requirements and with most course work done by correspondence, ASCCC recommends that Western State Accreditation Commission investigate and evaluate the Academic Rigor of Ph.D. and Ed.D. programs offered by institutions in and out of California which may be regulated by other agencies as well as or instead of WSAC. Fall 1978

ASCCC resolves that the name of its Academic Standards Committee be changed to the Educational Policies Committee. Fall 1978

ASCCC recommends that the Western State Accreditation Commission investigate the academic rigor of Ph.D. and Ed.D. programs which may be regulated by other agencies as well as WSAC in light of doctorates granted to faculty and administrators with minimal research and in short time. Fall 1978

ASCCC resolves to hold a special conference on Basic Skills/Remediation and General Education Requirements some time after January 1, 1979. (Conference Report, January, 1979, in Archives). Fall 1978

ASCCC recommends that local senates at the community colleges request that college committees and other groups or individuals at the community colleges engaging in activities include in their definitions of academic standards such attributes as skill, performance, experience, knowledge, attitudes, ability to meet State or professionally mandated standards and other characterictis which are generally agreed to be necessary for assessing degrees of excellence required for a particular goal. Fall 1979

ASCCC Executive Committee urges local academic senates with the assistance of all faculty, counselors, and other pertinent college staff ro promote vigorously the Associate Degree, and that students be encouraged to apply for the Associate Degree. Fall 1979

ACCREDITATION (See also page 14)

ASCCC recommends that the accreditation commission of the Western Association of Schools and Colleges give serious consideration to greater utilization of community college faculty as an integral part of the accreditation team visiting all community colleges and that the nomination of these faculty members be made by the ASCCC and/or local faculty senates and that representation be appropriate for programs within that college. Fall 1970

ASCCC opposes any legislative proposal to transfer the accreditation procedures and decisions for colleges and universities from the educational to the political arena. Spring 1971

ASCCC directs its President to recommend to Western Association of Schools and Colleges that it put into fuller practice its official position requiring faculty participation in accreditation team composition. Spring 1976

ASCCC reaffirms its Fall 1970 position that there be greater utilization of college faculty as an integral part of accreditation teams, that nomination of these faculty members be made by ASCCC and/or local senates, and that representation be appropriate for programs within that college. Spring 1976

ASCCC recommends to accrediting institutions and visiting accreditation teams that should the accreditation teams consider that the number of part-time faculty in a college is excessive they should seek the rationale for such a situation and if not satisfied, accreditation should be suspended. Fall 1976

ASCCC recommends to accrediting institutions and visiting accreditation teams that excessive numbers of part-time faculty be carefully considered in granting full accreditation and that in cases where excessive use of part-time faculty is found, full accreditation should be suspended until such practices are stopped. Fall 1976

ASCCC supports the concept that the major accrediting agency for community colleges should continue to be an association such as the present regional association of schools and colleges. Fall 1979

ASCCC urges the Accrediting Commission for Community and Junior Colleges to: a) increase the percentate significantly on accrediting teams of faculty; b) appoint all

such faculty team members from the nominations of The Acedmic Senate; and c) improve accountability by publishing the composition of accrediting teams, where possible, including assignments of team members. Fall 1979

The Academic Senate and the local senates be included among the definitions of organizations, including their Title 5 responsibilities, in the Accrediting Commission for Community and Junior Colleges Handbook Revision Project now underway. Fall 1979

ASCCC recommends that faculty members on the Accrediting Commission for Community and Junior Colleges should be at least equal in numbers to administrative members and that these faculty members on the Commission should be appointed by The Academic Senate. Fall 1979

ASCCC urges the Accrediting Commission for Community and Junior Colleges to consider inclusion of classified personnel on accrediting teams, and

ASCCC recommends that such classified personnel be nominated by classified employess. Fall 1979

ASCCC urges local senates to insure that faculty involved in the self-study or other accreditation processes on campuses be appointed by the local senate, and that where colleges do not follow such a process, the Accreditation Commission note such fact in its final report in a negative manner, and that in the Commission's final report there be a response to any minority reports presented to it by the local senate. Fall 1979

CREDIT AND NO-CREDIT COURSE POLICY

ASCCC recommends that a new and more specific system of credit designation be developed according to a 4-point guideline as stipulated. (Copy in Archives). Fall 1979

ASCCC resolves that the concept of funding be separated from credit/non-credit courses on the state level and that the determination of credit/non-credit courses be the prerogative of the local community college. Fall 1979

ASCCC recommends that the Education Code be revised, authorizing community colleges to provide the courses necessary for students eligible for community college admission to achieve their educational objectives. Fall 1979

ASCCC continues to support the ideas of the Fall 1979 Session resolutions as depicted by braces in the version of the credit/non-credit course policy of April 1, 1980 as presented to this conference including the second option enclosed in braces listed under "Associate Degree Program and Courses" (I, A, 2) with the addition of: "upon the specific recommendation of the local academic senate" to this statement. Spring 1980

ASCCC resolves the proposed Report to the Chancellor's Advisory Committee on Credit/Non-credit Course Policy as described in the draft of April 1, 1980 be amended to delete all of the sections following the definition of "Community (Continuing) Education Programs and Courses" (I, A, 4), and that the following paragraph be added to this section:

"These courses are distinct from credit courses of a similar nature, which may include identical material, in so much as they lack the Carnegie Requirements for credit courses and/or violate the policy of the Board of Governors Action No. 791249 (December 6, 1979). As such, courses may be listed in both the credit and non-credit category depending upon the courses' content and academic rigor", and

that throughout the entire credit/non-credit course policy proposal no direct reference be made to specific courses or programs of study and that no course or program of study be categorized based upon course or program title alone but upon the purpose and academic rigor of such courses or programs. Spring 1980

ASCCC recommends that note 1 of the California Community Colleges Instructional Services and Community Services Classification as described in the draft of April 1, 1980 be amended to: 1. Substitutes for "local faculty" the phrase: "local academic senate"; and 2. Add the footnote: "In the event that there is no local academic senate, the group would be a body composed of elected faculty representatives." Spring 1980

ASCCC recommends that "Instructional Services, Occupational Education" (I, B) as described in the draft of April 1, 1980 be amended to read as follows:

"Courses of study to prepare persons for an occupation with or without subsequent training or education in an institution of higher education or to provide for upgrading of job related skills." Spring 1980

ASCCC reaffirms its position of Fall 1979 that the concept of funding be separated from credit/non-credit courses on the state level, and that the Academic Senate reaffirm its position of Fall 1979 that the determination of credit/non-credit courses be the prerogative of the local community college. Spring 1980

ASCCC affirm that English as a Second Language courses or programs be offered with appropriate credit, and that transferability of these courses/programs be established by means of the standard articulation procedures between the community colleges and the four your institutions. (Postponed to Fall, 1980). Spring 1980

GENERAL EDUCATION

ASCCC recommends that general education (GE) requirements for Associate Degree include demonstration of proficiency in computational skills by examination or course work as determined by the college department/division in conduction with local senate. Spring 1979

ASCCC recommends that GE requirements for Associate Degree include demonstrated competency in writing and analytical skills in the English language acquired in a non-remedial course. Spring 1979

ASCCC recommends that local senates formulate objectives and criteria for inclusion of courses within the GE pattern for Associate Degree. Spring 1979

ASCCC recommends to the Chancellor that any attempt to amend the Education Code to allow colleges to adopt a category of institutional credit for remedial courses

may not apply toward the Associate Degree, but which are essential for the academic development of the student, should provide commensurate funding. Spring 1979

ASCCC recommends that the Chancellor and BGCCC adopt regulations stipulating that no more than 10% of total units required for AA degree may be remedial units in Basic Skills. These units may be counted toward electives but may not be used to satisfy GE requirements. Spring 1979

One course may not be used to fulfill a General Education requirement for the Associate Degree and a major or elective requirement. Spring 1979

A basic oral communication course in the English language be included as a part of the General Education pattern for the Associate Degree. Spring 1979

General Education requirements for the Associate Degree include a demonstrated competency in writing and analytical skills in the English language acquired in a non remedial course. Spring 1979

An American History and Institutions requirement be restored as a graduation requirement for the Associate Degree. Spring 1979

ASCCC recommends that local Senate formulate objectives and criteria for inclusion of courses within the General Education pattern for the Associate Degree. Spring 1979

All courses certified as meeting general education requirements for transfer be comparable to existing courses at CSUC or UC for articulation purposes, and also Spring 1979

ASCCC Executive Committee develop appropriate means of articulation. Spring 1979

Guidelines and procedures applicable to all community colleges for the certification of GE units for transfer to CSUC be developed and that faculty from the community colleges and the CSUC be involved in the development of these guidelines and procedures, and

Community college instructional faculty be selected by Academic Senate and/or faculty councils. Spring 1979

ASCCC endorses the concept of the CSU Task Force on General Education Report except for section 40405.3, the proposed amendment to Title 5, dealing with "Certification by Other Institutions". Spring 1980

ASCCC recommends to the CSUC Task Force on General Education and the CSUC Board of Trustees that CSUC accept as transfer credit all general education credit that California Community Colleges have certified as meeting general education requirements. Spring 1980

ASCCC reaffirms its position of Spring 1979 that all courses certified as meeting general education requirements for transfer be comparable to existing courses at CSUC or UC for articulation purposes, and that the Academic Senate develop an appropriate mechanism for articulation with CSUC and UC faculty. Spring 1980

ASCCC Executive Committee recommends that the Board of Governors of theCalifornia Community Colleges establish guidelines that will enable local senates to participate in the process of certifying courses for transfer. Spring 1980

ASCCC requests the Chancellor of the California Community Colleges for the transfer of the Task Force on General Education from the Unit of Innovative Programs to the Unit of Program Evaluation and Approval. Spring 1980

GRADE POLICY

ASCCC favors revision of Title V in order to make it less restrictive and to allow adoption by local boards of grading systems which do not prevent articulation with other higher learning institutions. Spring 1971

ASCCC seeks BGCCC support and delegate authority to conduct a study of grades (and practices effecting grades) as given in the California Community Colleges over the past ten years (1967-1976) to determine if such an inflation in grades has taken place and, if varified, that a reverse of grade inflation has occurred in the California Community Colleges. Spring 1977

ASCCC seeks BGCCC support for study of grades to determine the facts regarding grade inflation in recent years. Spring 1977

ASCCC supports the development of uniform definitions of terms such as W, Incomplete, Credit/No Credit, but not for grades A, B, C, D, and F. Fall 1978

ASCCC recommends to the Chancellor's Advisory Committee that it make a recommendation on the advisability of a statewide minimum grade of C for credit grade in Credit/No Credit classes. Spring 1979

ASCCC recommends to the Chancellor's Study Group that the symbol W be used only to indicate formal withdrawal from a class. Spring 1979

ASCCC recommends to the Chancellor's Study Group that it develop uniform definitions of grading symbols for use in all colleges. Spring 1979

ASCCC resolves its Educational Policies Committee be directed to conduct a study and issue a report on a twelve point grading system (A = 12 points; A- = 11 points; B+ = 10 points, etc.), said report to be presented to The Academic Senate at its Fall 1980 Session. Fall 1979

ASCCC recommends that the date for withdrawals ("W") be extended to the fourteenth week, or after 75% of the course has elapsed. (See page 15 of the Chancellor's Grading Policies Study Group report). Fall 1979

ASCCC reaffirms its position regarding the use of "W", namely, that the symbol "W" be used only to indicate formal withdrawal from a class, i.e. that a student is no longer actively involved in that class, and

ASCCC also recommends that an additional symbol be added to the proposed list of evaluative symbols to be used as a grade for those students who actively continue in class after the withdrawal date but do not pass the class, and that this symbol be used at the discretion of the instructor and not preclude the use of an "F";

furthermore, such a symbol be included in Title 5 sections applicable to course repetition. Fall 1979

ASCCC recommends to the Chancellor's Grading Policies Study Group that the "W" Symbol, assigned after the last date that a student may elect to withdraw, be assigned by the instructor, not an administrator, and that it be assigned only in cases of formal withdrawal due to circumstances beyond the student's control, as recommended in the October 26th report of the Chancellor's Grading Policies Study Group. Fall 1979

ASCCC recommends to the Board of Governors of the California Community Colleges the adoption of the "W" policy as a minimum standard that would permit withdrawal as of the last day of formal instruction, but prior to the final exam period, permitting local faculties to establish a stricter standard if they feel such a standard would better meet the needs of their communities. Spring 1980

ASCCC takes the position that the local senates should be responsibie for developing procedures on grading policies to be adopted by BGCCC in considering proposed regulations on grading policy under Title 5. Spring 1980

TRANSFER PROGRAM

ASCCC reaffirms it position that the California Community Colleges with their unique instructional capabilities continue to provide transfer programs for those students who can profit from these programs. Spring 1980

ASCCC urges the maintenance of the transfer program in order to provide the opportunity for these students to acquire a quality education. Spring 1980

ASCCC resolves that the California Community Dolleges should maintain their traditional comprehensive mission in higher education, providing quality instruction in transfer, occupational, developmental, continuing education, and community services programs. Spring 1980

ASCCC recommends that local senates establish community support committees to promote their transfer programs, and that the California Chancellor's Office also establish an advisory committee to study transfer programs. Spring 1980

ASCCC urges that the California Community Colleges redouble their efforts to recruit students for the transfer program, a traditional and vital component of their basic educational mission. Spring 1980

ASCCC encourages local senates to promote high school recruitment programs specifically aimed at the recruitment of transfer students.. Spring 1980

ASCCC encourages California Community Colleges to require transcripts of recent high school graduates. Spring 1980

ASCCC recommends to local academic senates that all college catalog course descriptions include a statement indicating if a course is transferable to the CSUC or the UC system. Spring 1980

ASCCC urges local academic senates to establish joint articulation committees with those four-year institutions that receive their students for the purpose of discussing procedures for articulation, and that these joint articulation committees also discuss transfer courses and programs with relation to course content and course equivalency. Spring 1980.

ADDENDUM

Affirmative Action

The Academic Senate urges local senates to support the increased membership of ethnic minorities on facultieis at large, and increased participation by ethnic minoritieis in local senates, the Academic Senate, and on accreditation teams.

Fall, 1970

The Academic Senate recommends that all information which can be used to discriminate --such as race, religion, age, sex, marital status, number of dependents--be eliminated from application forms.

Spring, 1972

The Academic Senate supports the goals of affirmative action and the means to achieve these goals including but not limited to - wide recruitment, balanced selection committee, and favorable administrative climate.

Fall, 1977

Counseling and Related Topics

The Academic Senate reaffirms its support of EOPS and an appropriation of funds adequate to meet the needs of students eligible for EOPS.

Fall, 1977

The Academic Senate urges faculties to encourage student orientation programs and that faculties participate in such programs.

Fall, 1977

The Academic Senate recommends that there be increased articulation between the teaching faculty and the counseling faculty in the area of academic advisement.

Fall, 1977

The Academic Senate urges local senates to consider participation of faculty at registration when appropriate and participation of regular counselors in department and division meetings, and training of peer advisors who are majors in subject areas to take part in registration advising.

Fall, 1977

The Academic Senate encourages local community colleges to make the students' assessment information available to them, their counselors, and their subject matter instructors .

Fall, 1977

The Academic Senate urges each college which has not already done so to develop and maintain needed remedial and non-transfer courses, adequate support services (tutors, peer advisers).

Spring, 1978

The Academic Senate urges local senates to promote continuing dialog between counseling and teaching faculty.

Spring, 1978

The Academic Senate resolves that if the present 50% laws were modified, the instructional percent should be increased to include librarians and counselors with a proportional increase.

Fall, 1978

The Academic Senate urges each campus develop techniques to identify students' strengths and weaknesses and that students be advised as to the courses most appropriate to meet their needs.

January 1979--Special Session

The Academic Senate urges adequate funding for aids to basic skills such as tutorial programs, learning resource centers, study skills centers, but funding not at the expense of other instructional programs.

January, 1979 - Special Session

The Academic Senate urges Board of Governors to adopt regulation so that days to assess students' entry skills and final exam testing days be part of regular teaching days.

Spring, 1979

Counseling - continued

The Academic Senate reaffirms its support of the 50% Law, strict adherence to, and responsible accounting under, the 50% Law, that a study be undertaken to determine total community college money spent for support services, and that from this study a "percent of augmentation" be established to govern the minimum amount of district money that properly may be allocated to support services, and that 50% Law reports include data on support services and administrative costs.

Spring, 1979

The Academic Senate reaffirms its position concerning the need for assessment testing (for counseling purposes) and testing to assess achievement and that the Executive Committee contact appropriate organizations (American Psychological Association) to obtain information on reliability and validity of current tests.

Fall, 1979

The Academic Senate requests the Chancellor's Office, CPEC, and other agencies in making appointments to select all faculty representatives from nominees proposed by the Academic Senate and The Academic Senate further resolves that the word "faculty" always be interpreted to include librarians and counselors.

Spring, 1980

The Academic Senate urges local senates and local faculty, counselors, and other staff to promote vigorously the Associate Degree; students encouraged to apply for the Associate Degree.

Spring, 1980

The Academic Senate develop a survey to determine faculty opinion to advise the Chancellor's Counseling Advisory Committee; the survey to be developed by an ad hoc committee on which counseling and teaching faculty are equally represented.

Spring, 1980

The Academic Senate reaffirms its position that contributions of librarians and counselors are essential to the effectiveness of instructional programs; reaffirms Senate support of the 50% law for classroom instruction; supports the augmentation of the 50% law to maintain at least the present budgetary support for both librarians and counselors.

Spring, 1980

The Academic Senate recommends to local senates that they encourage counseling plan on their campuses to insure all students advised of transfer options.

Spring, 1980

The Academic Senate recommends to the Federal Affairs Council that federal funding for community college support services be sought, that a plan be developed.

Spring 1981

The Academic Senate requests Trustee organization (CCCT)withdraw its supportof change in 50% law from "salaries of classroom instructors" to "salaries of student service employees", a change which would include additional student service ppersonnel such as librarians, counselors, instructional aides, etc. within the present numerator of the 50% law.

Spring, 1981

Master Planning

The Academic Senate should participate in any discussion of prioritizing programs with the position that prioritizing is not possible in the community college system.

Fall, 1978

The Academic Senate recommends that one activity during flexible calendar time be faculty involvement in local level master planning and accountability procedures as outlined in the Chancellor's long term finance proposal.

Spring 1979

Master Planning, continued

The Academic Senate calls upon local and district senates to establish college/district Educational Master Plan committees to establish, review, modify college/district mission and goal statements; identify future changes and issues which will affect the college/district; develop statement of educational objectives and identify broad supporting programs which will enable the college/district to meet its mission and goals. The Academic Senate further urges college/district administrative officer to provide support to such a body including access to information and research; local trustees urged to review annally master plan so developed and use plan as basis for annual budgeting.

Fall, 1979

Mission of Community Colleges

The Academic Senate supports Community College cooperative education, rehabilitative education, continuing education, leisure education, and credit for work experience.

Spring, 1972

The Academic Senate supports services for students in Community Colleges such as crisis centers, child care centers, and health services.

Spring, 1972

The Academic Senate recommends that the Community Colleges shall have primary responsiblity for vocational education.

Spring, 1972

The Academic Senate recommends the initiation, fostering, and support of remedial courses in all community colleges.

Spring, 1972

Part Time Teachers (only the most recent)

The Academic Senate requests the Board of Governors encourage local boards to employ full-time faculty when full-time positions are available and local senates urged to encourage their local boards to adopt a policy of employing full-time faculty.

Fall, 1980

The Academic Senate continue to work to improve the part-time situation and further that the President appoint an ad hoc committee to write a Senate position paper on the part-time issue which would note previous Senate part-time resolutions. Spring, 1981

The Academic Senate adopts Sections III Part-Time Study, IV Deflator Mechanisms, V Education Code, and VI CCC Budget and Accounting Manual of the position paper "Legislation for the 1981 session" as follows: (only part-time study sections included here) :

III. Part-Time Study

The Academic Senate has a continuing concern for the integrity of the community college system as it relates to academic standards. The current practice of replacing full-time teaching positions with multiple part-time positions and the forced turn-over for financial reasons of specific individuals employed has a negative impact on the quality of the educational program. Lack of facilities for part-time instructors and the fact that they are paid only for classroom time prevents them from performing normal professional functions expected of full-time faculty: committee assignments; articulation within and among the several college communities; the development, evaluation and revision of curriculum; advisement of students concerning transfer, career goals, and general college program. The Senate will urge that these concerns be addressed in the legislatively mandated study on the employment of part-time instructors. Spring, 1981

Part-Time continued

The Academic Senate adopts Section I, Finance, of the position paper "Legislation for the 1981 Session," as follows: (only part-time related item included): Support the inclusion of a statement in the finance legislation which would require that community college districts not decrease the ratio of full-time to part-time instructors in the district. Furthermore support any local and statewide efforts which would increase substantially the ratio of full-time to part-time instructors.

Spring, 1981

BUDGET AND FINANCE

The Academic Senate

Urges through local senates that Boards of Trustees and college administrations establish voting faculty representation on local and district budget committees.

Fall, 1969

Strongly opposes disproportionate increases in student fees and/or imposition of tuition at the University of California, California State Colleges, or at California Community Colleges.

Fall, 1969

Supports legislation which will allow Average Daily Attendance (ADA) monies for those students who wish to auidt courses.

Spring, 1971

Supports legislation to protect small colleges against unplanned effects of the Priolo Bill and against the corrosive effects of inflation.

Spring, 1972

Supports legislation (such as AB 212) which would require a one year waiting period for out of state students for attendance at the financially hard pressed community colleges.

Spring, 1972

Adopt the position that budgets are statements of goals and priorities of a district, all elements of district be involved in developing the budget, that adoption of a budget indicates prior self-examination of the district and a setting of priorities.

Fall, 1973

Request that prior to the adoption of a budget, districts and campuses will have broadly based representative committees to review priorities and hold open hearings on budget recommendations.

Fall, 1973

Foster a liaison of positive, mutual cooperation with the Department of Finance for the futerance of education on the community college level.

Spring, 1974

Opposes any regulation which fails to require private schools (under contract with a community college) to maintain quality instruction of vocational/technical programs equal to standards maintained at California Community Colleges.

Spring, 1974

Opposes the trend toward charging tuition, or fees in lieu thereof, at California Community Colleges.

Fall, 1975

Opposes the 5% state-imposed limitation on fuding for community college growth and urges legislation to resume support of community colleges to fulfill their legitimate educational objectives.

Fall, 1975

Endorses Chancellor Kdtai's efforts to seek legislative proposals which will ensure the continuation of the open door policy and local autonomy over the curriculum for community colleges.

Spring, 1976

Opposes CPEC staff recommendations to eliminate non-credit classes from State support and opposes CPEC staff recommendation to provide budgetary review of community colleges.
Spring, 1977

Urges the following issues have highest priorities for state and local planning and action: essential skills, finance reform, staff development, evaluation of students' programs and instructional strategies, student support services, and flexible calendar.
Spring, 1978

Opposes any changes in the Master Plan for Higher Education without prior, meaningful consulation and cooperation among all three segments of higher education. Fall, 1978

Should participate in any discussion of prioritizing programs with the position that prioritizing is not possible in the community college system. Fall, 1978

Should alert state and local agencies that local senates should be allowed to participate in establishing educational and fiscal priorities before local boards act to distribute state funds for the next academic year. Fall, 1978

Opposes any additional fees uniformly applied to all students as a condition of enrollment at the college.
Spring, 1979

Affirms its support of the 50% law for classroom instruction and supports the augmentation of the 50% law to maintain at least the present level of budgetary support for both librarians and counselors.
Spring, 1980

Recommends that the Chancellor's Finance Task Force develop and present any feasible alternate funding proposals in order to establish a continuing broadly based finance plan for California Community Colleges.
Fall, 1980

Recommends local senates request that their local administration and Board of Trustees adequately fund their college libraries.
Fall, 1980

Recommends to the Board of Governors that it initiate, with full faculty involvement, a study of contract education and its implications; that study group be at least 50% faculty. Fall, 1980

Adopts Section I, Finance, of the position paper, "Legislation for the 1981 Session," including proviso that funding be based on a firm commitment to offer a quality curriculum appropriate to the needs of the residents of the community college districts. Spring, 1981

Instructs the Finance and Executive Committees to study state-level funding, cooperate with other statewide faculty organizations in developing faculty positions on funding bills taking into account Spring, 1981 Senate position on finance. Fall, 1981

Urges districts adhere to their mission and function statements and refrain from making budget cuts that bring into question comprehensive nature of colleges and hence their accreditation. Fall, 1981

Asks legislature to provide adequate revenue to meet state expenditures and supports the following: severance tax on oil, increase alcohol and cigarette taxes, income surtax, implementation of split-roll initiative.
Spring, 1982

Reaffirms our opposition to additional student fees and/or tuition being imposed by the legislature. Spring, 1982

Inform the legislature that further budget cuts will seriously impair either student access or educationl quality, that if programs are not adequately funded, colleges may be forced to reduce courses and support services (e.g. libraries, advisement and counseling, equipment and supplies) below now critical levels, and that we oppose student fees and tuition since it is clear that low fees will not generate sufficient revenue, and high fees will severely limit access.
Spring, 1982

ACCREDITATION

The Academic Senate

Commends that Ad Hoc Committee on Accrediting Commission Appointments and Membership for considering criteria be developed for appointees to the Commission and urges ths Senate be involved in developing the criteria
Fall, 1981

Urges the Accrediting Commission to specify 40 percent of the Commission be faculty and that faculty on the Commission be appointed by the Academic Senate and that local Senates write or wire Accrediting Commission Executive Director Robert Swenson of their support of this position.

Urges that Ad Hoc Committee on Appointments and Membership hold open hearings on its proposals before the committee's recommendations go to the Commission for final vote and urges that the committee's proposals be widely circulated to local senate presidents in a timely manner.
Fall, 1981

Urges that the Accrediting Commission require local academic senates to sign-off showing appropriate senate involvment in accrediting progress reports from local colleges.
Fall, 1981

THE ACADEMIC SENATE

For California Community Colleges

September, 1982

SENATE RESOLUTIONS RELATING TO TELEVISION
AND
INDEPENDENT STUDY COURSES

Television and Independent Study Courses

The Academic Senate recommends to governing boards of each college district offering courses for credit via television that they provide adequate released time, or comparable compensation, and adequate instructional support services for the faculty member to carry out necessary instructor functions for all students enrolled in such courses to the same level of quality maintained for regular on-campus courses.

Fall, 1974

The Academic Senate resolves that any course offered for credit through the medium of television for degree or transfer requirements be approved by utilizing the same local procedures as are used for non-television courses.

Fall, 1974

The Academic Senate resolves that any showing of a television course will be in its entirety, without additions or alterations, unless editorial changes are approved in advance by the instructor who prepared and/or authored the TV course.

Fall, 1974

The Academic Senate supports the practice of residual payments based on a properly structured sliding scale to be paid to any community college instructor who develops a TV program and/or course for distribution by a community college district, and be it further resolved that the Executive Committee appoint an Ad Hoc Committee to develop a specific residual scale for presentation for adoption by the Academic Senate at the spring, 1975, conference.

Fall, 1974

The Executive Committee create an Ad Hoc Committee with appropriate funding to undertake a study of the trends in academic standards throughout the state, and be it further resolved that the Ad Hoc Committee submit a report by the fall, 1976 conference, and finally be it further resolved that the report include, but not be limited to: the academic quality of TV instruction; use of, and effects of, W, D, F, credit, no-credit grades; college-wide grading policies; coordination of academic quality of every segment of the education program.

Fall, 1975

Whereas the proliferation of TV courses is reaching epidemic proportions, and whereas the value of many of these courses for credit may be questionable, and whereas present faculty input is not effective in assuring the overall quality of TV offerings for credit, be it resolved that the Academic Senate urges regional groups of Community Colleges with common concerns to establish faculty curriculum committees for the purpose of setting guidelines with respect to the use of TV courses for credit.

Fall, 1977

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President's report to executive committee at a meeting December, 1978, made the following comments, according to the minutes on "S.B.941 - Regulations for Independent Studies".

1. An independent study course has a limitation of 125 students with the flexibility of obtaining a Chancellor's Office waiver.
2. Removed was the regulation of basing ADA on students successfully completing course with a passing grade.

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The Academic Senate requests the legislature to remove the provision in S.B.941 requiring independent study courses (which include courses given by television) to be transfer level courses.

Spring, 1979

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